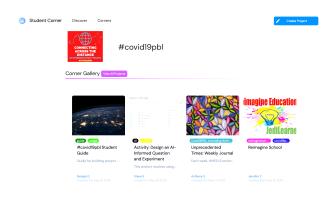# "Connecting Across the Distance" #Covid19pbl

How to Use This Project Planning Resource

Welcome to this amazing resource, created by 150 educators. This is a menu of inspiring materials. You will find examples of essential questions, content ideas, and sample unit plans. Explore and use anything you like. You might find some natural connections across content areas or you might sit down and look at this as a team or school. Once you get a spark, let it fuel your journey of curriculum design. You can use any template or project planning sheet you like. Let's remember to use a trauma-sensitive approach. Keep guiding students toward deeper learning, that is culturally responsive, relevant, and in service of making the world a more equitable place.

May 29th was our Nationwide Public Exhibition of Learning!

*Both projects-in -process and completed projects are welcome to participate.

Our nationwide exhibition of student work for the Coronavirus Cross-Curricular Project will highlight student voices in the face of this pandemic. Whether it's a process exhibition (for those who are in the middle of a project) or a final product exhibition, we hope you join us in this celebration of meaningful and relevant student learning.

Ways you can exhibit student learning:

- **Virtual Bulletin Board:** Document the project on a virtual exhibition board or this padlet for folks to engage with asynchronously. You can do this even after May 29th, and continue the movement!
- **Partner Classroom Exhibition:** Pair up with another class on Zoom and take turns presenting and being the audience for each other. If you want help to connect you with another classroom, fill out this form. Document this event with photos or short videos and post on social media with #COVID19PBL and #ShareYourLearning.
- **Community Exhibition:** Invite professionals in the field and community members such as families to be part of their own smaller exhibition via Zoom. Document the event with photos or short videos and post on social media with #COVID19PBL #ShareYourLearning.
- **Use the** Share Your Learning Virtual Exhibition Toolkit to help you plan your exhibition.

What's next?
Join teachers and students across the country at the Nationwide Exhibition **on May 29th.** Listen to student speakers nominated by their teachers to share with the nationwide audience. The big event will be held on Zoom lasting about 30 minutes at 1:00 pm PT, 4:00 pm ET on May 29th.

Ways to share knowledge/product publicly

1. If you have tech
   a. Video PSAs, Informational TikToks, Podcasts/Audio Recordings
   b. Daily/Weekly Tweets or sharing on social media using #Covid19pbl
   c. [Student Corner](), Google Sites, [Prezi](), [Adobe Spark]()
2. If you don't have access to tech/wifi
   a. Book of journals
   b. A mini zine/8 page mini book from one sheet of paper ([video tutorial]()) ([pdf]())
   c. Create a poster campaign to display in your yard
   d. Create [cartonera books](), share through [Little Free Libraries]()?

Staying Connected During/After this Project

1. Public Exhibition on Friday, May 29th - *[Fill out this survey by May 12th]() if you are interested!*
2. Zoom calls between students and staff leading a #Covid19pbl
3. A blog filled with student reflections about their learning

Essential and Guiding Questions

- What (three major factors) led to the Covid19 outbreak and how will it permanently change our society?
- How has race, class, and power shaped the Covid19 outbreak and response? How has Covid19 shined a light on inequities?
- How healthy is my community? Who is responsible for my community's health?
- How can we take care to handle immediate challenges in ways that do not reinforce the root causes of our troubles or undermine our future? (How do we prevent reactions to our immediate challenges from continuing to support systems of oppression?)
- How do we prevent future pandemics from happening? (What three action steps might prevent an epidemic from becoming a pandemic in the future?)
- What do justice, equity, and liberation look/feel/sound/taste/smell like in our world (in the justice system, in healthcare, in housing, in education, environmentally...) after Covid19?
- How is shared suffering different from individual suffering? What evidence can you provide from this pandemic that supports your claim?
- How do we build and support our community during a pandemic? (What three things can a high school student do, can a grade school student do, can a mayor, superintendent, family do?)
- How do you find beauty in times of trouble? (Who in your life models this really well? Why do you say that?)
- What does it mean to "take care" and what does it mean for individuals? For local and global communities? (When someone says, "Take care," what does that mean to you? How might that be different for individuals from different demographic identities? For local communities as a whole? For the global community?)
- How have my actions/inactions/reactions to the pandemic impacted others? How do you know?
- How have pandemics impacted communities throughout history? (in terms of the economy, sociology, education, community survival, government, immigration, et cetera)
- Is feeling lonely the same as being lonely? How has your experience during this pandemic influenced your response to this?

- What role has art, music, and creativity played during the pandemic? What evidence do you have to support your claim?
- When have we experienced this kind of a break in normal life or an interruption to formal education?
- How do our identities shape how we have been impacted by the pandemic?
- How do natural & human made disasters reveal structural power & privilege? How do society's most vulnerable suffer disproportionately? Historically, what has sustained this disparity? Design solutions after the Covid-19 pandemic to end classism, racism, sexism, ableism, and colonization, among other forms of oppression..
- What impact is sheltering-in-places having on you, your family, and your community?
- How can we redesign education for all learners in the event of another pandemic (or insert global crisis here)?
- How does making art in *response* to something differ from making art *because* of something?
- "How can we change to prevent future pandemics? How can we create a more resilient society?
- How can we show gratitude, take care of ourselves and others, during these uncertain times. How do we feel?

Project Launches

1. The teacher creates a welcome video with a cameo from a local government leader, school admin, or scientist. "This is your mission…" (example from Spokane Washington)
2. Students look at a news article or short video clip talking about the pandemic and issues.
   - *A sample of Newsela articles* (adjusted to lowest Lexile level, but can easily be adjusted to higher levels by individual teachers):
     - The Importance of Being Kind During the Pandemic
     - General Information about the Spanish Flu of 1918
     - The Link Between Coronavirus and Wildlife
   - Ms. Hannah's COVID-19 Library of Articles affecting various people and racial groups
3. Students watch a clip from a movie or documentary about pandemics or disease (Contagion, Outbreak...
4. Metimeter/Discussion: What do you know about Covid 19? What questions do you have about Covid 19?
5. QFT- Students can look at a powerful image to just use questions to dive deeper into the topic/theme?
6. Opening Reflection: What does it mean to take care? What does it look, smell, sound, taste, feel like for you? in your community? Check out a variety of texts to inspire thinking about "Taking Care" from different perspectives.
   - In Iak'ech: You Are My Other Me (bilingual poem in Spanish and English)
   - Ubuntu (video from Carnegie Hall of musicians discussing the South African concept of ubuntu- "I am because you are")
   - How Indigenous People Are Reviving Traditional Stewardship (video from Nature Conservancy)
   - Gotong-Royong (video about a mapping project as an example of gotong-royong, the idea from Malaysia, Singapore, Brunei, and Indonesia that relates to interconnectedness, cooperation among many people to attain a shared goal, mutual aid, communal work.)
   - 5 Lessons We Can Learn From the Long Life of Activist Grace Lee Boggs (article from KQED)

Problem Statements and Challenges (Opportunities)

- Your job is to find a cure/vaccine to learn from history and find a new plan
- Your job is to document what life is like for young people living through this pandemic

- Your job is to identify the ways in which COVID-19 has exacerbated existing inequities and propose solutions to reduce and/or dismantle them.
- Your job is to find your governors or mayor's official declaration and analyze/assess it.
- Your job is to learn how the virus spreads and how to stop it.
- Your job is to create a system for sorting through all the information out there about the COVID-19 crisis to find the closest thing to the truth.
- Your job is to compare and contrast different countries' responses to this crisis.
- Your job is to compare and contrast historic pandemics to our current challenge to create potential models for what may happen with our society.
- Your job is to decide how we use technology in education going forward?
- Your job is to reimagine society for what comes after this pandemic, building systems that will make for a more just, equitable, and healthy society.
- Your job is to determine the cost of the coronavirus for our society, share how you arrived at this cost, and share what could/should have been done in retrospect to dramatically reduce this cost.
- In your opinion, is "social distancing" or "cloud seeding" a better option to "flatten the curve?"
- What overall effect does the trillion dollar stimulus package have on our economy?
- How are you able to continue practicing genuine acts of kindness while social distancing? Please share
- Your job is to create a social distance policy that takes into consideration the various types of housing situations people are in and their access to basic needs, make sure everyone is taken care of.
- Your job is to determine the socio-emotional impact of social-distancing to students.
- Your job is to reimagine school. How could this pandemic possibly impact the school systems.
- Your job is to think like a historian. Investigate online journals from previous pandemics. What should you include in your journal to help people in the future avoid a similar situation.
- What technological and social innovations were created in order to meet the needs of historically marginalized communities?
- How did IBOC communities sustain and elevate their culture during the COVID crisis?
- How do we help one another and our communities in this time of need? ([article](#))

Focal Standards & Frameworks
- [Culturally Responsive-Sustaining Education Framework](#) (from New York)
- [Cultural Competency Standards](#) (from Washington state)
- [Core SEL Competencies from CASEL (used in multiple states)](#)
- [Social Justice Standards from Teaching Tolerance](#)
- [Gold Standard PBL](#)
- Language Development Standards e.g. [WIDA](#)
- [Translanguaging Guides](#) (from CUNY-NYSIEB) for supporting multilingual students across standards
- [Universal Design for Learning Framework](#) (from CAST)
- [State Inclusive Curriculum Standards](#) (from GLSEN)
- [Sustainable Development Goals](#) from the United Nations

Anti Racism, Equity, and Justice Resources
[Anti-Racist Approch to Remote Learning (from SFUSD)](#)
Ideas/Topics:
- Policy decisions local/state/tribal/federal jurisdiction
- Distinguishing scientifically between Fact vs. myth in information provided by media
- Explore the contributors to bias (e.g. experience, lifestyle, network, conflicts of interest)

- Collectivism vs. Individualism
- Media analysis of coverage and priorities
- Contrastive analysis of media coverage and information access across language groups and neighborhoods
- Analysis of various issues from unemployment to evictions to people in prisons.
- Environmental racism
- Ways LGBTQ communities are experiencing increased/new inequities and injustices

Articles:
- Database of 112 Covid 19 Articles by People of Color
- The Guardian - It's a Racial Justice Issue (article)
- PBS - History of Racism Against Asian-Americans (article)
- Center for Global Education - Asian-Americans Then and Now (article)
- ProPublica - Early Data Shows African Americans Have Contracted and Died of Coronavirus at an Alarming Rate (article)
- NPR - People With Disabilities Fear Pandemic Will Worsen Medical Biases (multimedia)
- The Atlantic - *What the racial data show* (article)
- NY Times - CoronaVirus (Open Resource of articles)
  - NYTimes - *Why Coronavirus Is Killing African-Americans More Than Others* (article)
  - NYTimes - *Think this is bad? We have another crisis coming* (article)
  - NYTimes - *The America We Need* (article)
  - NYTimes - *College Made them Feel Equal, The Virus exposed How unequal their lives are* (article)
  - NYTimes - *Coronavirus class divide: space and privacy* (article)

Videos:
- Casey Chon - How Covid-19 Has Affected Asian Americans (video, 5:15)
- Various target language songs available here, examples include: El Mundo Fuera, Volveremos a brindar, On fait comme si, Jean-Jacques Goldman chante pour les soignants en première ligne face au coronavirus, Spirito e volontà (Italian, all levels, lyrics below)

Podcasts:
- Historic and contemporary examples of racism within the U.S. public health structures (podcast)

Websites/Databases:
- Coronavirus Data for Illinois broken down by location, age, race and gender. (database)
- Data for Black Lives - COVID-19 Open Data by State (database)
- The Trevor Project - How Covid-19 Affects LGBTQ Youth (website)
- Human Rights Campaign - How LGBTQ Community is Affected by Covid-19 (website, with data)

Other Resources:
- Equitable Practices Remote Teaching Guide from CS4ALL (PDF)
- Dr Jennifer Ho at CU Boulder just shared some great slides with links to resources about history Anti-Asian racism--she is making them available on request here.
- Schenectady City School District - Current Events & Lesson Resources related to COVID-19
- Ms. Hannah's COVID-19 Library of Resources
- More from Hannah Jones
- Pandemic Materials - Critical Explorers - primary sources of past pandemics to promote relevant curriculum development

Personal Connections

- Who is sick in your neighborhood, family, or city (video interviews)
- Personal journaling, or daily vlog reactions to news, observations through photography
- Interviews/podcasts with family/community members affected
- Gratitude journal, notes, or daily reflection SEL benefits
- Documenting your own experience of the pandemic. Analysis of your own learning through what you have to do/can choose to do to survive as well as you can. Reflection--How does this map on to a conventional curriculum or learning standards? What kinds of learning are you doing that you would not have learned in a classroom? ([Social Emotional Competency Graphic Organizer](#)) ([Take Care Charts, Blank and sample versions in English, Spanish & Arabic](#))
- How is this affecting YOU? How is this affecting your parents? Then that leads to questions about neighbors and friends. How does this affect different workers in your community?
- Have you experienced any "silver linings" in the disruptions?

Pop Culture Connections

- Movies, TV shows, and Music
- [Pandemics in Films](#) (article)
- [Celebrities with Coronavirus](#) e.g. Idris Elba, Daniel Dae Kim, Tom Hanks (explore access to testing)
- Celebrities [sing Imagine](#) while sheltering in place (explore perspectives and privilege)
- [Samuel L. Jackson reads Stay The F**k at Home](#)
- [Quarantine with me](#) love song on YouTube (some risque lyrics, fyi)
- [Public art pieces](#) or historical depictions
- Memes
    - [Funniest Coronavirus Memes and Jokes](#)- Article
    - [50 Coronavirus Jokes That Should Help You get Through the Quarantine](#)- BoredPanda Article

Staying Trauma informed and avoiding triggers

- [National Child Traumatic Stress Network](#)
- [NCTSN Position Statement on Racial Injustice and Trauma](#)
- [Parent/Caregiver Guide to Helping Families Cope With the Coronavirus Disease 2019](#)

Content Connections, Guiding Questions and Activities

Mathematics
- Data analysis, creation of infographics using multiple representations, proving claims with quantitative data, quantitative vs. qualitative data, using statistical models to make predictions, understanding how data is biased and can be manipulated, scientific notation to describe very large/small quantities related to epidemiology, pandemics, economic impacts.
- Check this out! Frank WangTeaching Resources and Videos About Epidemics for Middle and High School Students https://www.facebook.com/groups/619236552264862/?fref=nf
- Resources:
    - [Johns Hopkins Dashboard](#) - [CDC](#) - [Visualization of Covid19](#)
    - [Website made by a high schooler about Covid19](#)
    - [Warren and Presley demand data on racial disparities:](#)

- ○ [CBS News Article Democrats Data on Racial Disparities in Americas Coronavirus Response](#)
- Guiding Questions
  - ○ Why is this data important? How might this help us to make better anti-racist policies related to healthcare in our country?
- How did the government arrive at the $1200 stimulus [check number?](#) What is the average rent for your state? What percentage is this of the stimulus check? What other necessities will people need to buy during this time? Budgeting.

Poetry

- Self expression and poetry- avenues for students to create and express feelings during this quarantine, hopes and advocacy for change post-quarantine.. Poetic examples through history? "One of the duties of a poet is to bear witness to the times."
  - ○ [Crosstown High School Student Expresses Herself Virtual Poetry Slam Competition](#)
  - ○ https://youthspeaks.org/workshops/
  - ○ [Pandemania](#)

History

- Sociology; mapping (correlating case numbers with redlining & neighborhood resources/wealth), 1919 influenza, ebola, black plague,
- [Malcolm Gladwell "The Dead Zone"](#) a New Yorker article on the Spanish Flu 1918.
- History connection or research component:
- [What Submarine Crews and Astronauts Can Teach Us About Isolation](#)
- [How Much Can the Human Spirit Endure in Isolation?](#)
- [Wartime in South Korea](#)

Social Studies

- Social Studies- [analyzing political cartoons](#)

Chappatte Cartoons
@PatChappatte

The death of the coronavirus whistleblower Dr Li Wenliang sparks massive outrage in China... and seems to resuscitate the art of political cartooning, totally repressed in the country: this drawing has gone viral on social media Weibo. (Source: NYT. Credit: Kuang Biao)

- ○ [Covid19 H-SS Resources](#) UCBHSSP
- ○ [Impact on Native American Populations](#)
- ○ [Oakland middle and high school teacher google classroom collaboration](#)

- Resources and detailed weekly lesson plans with easy links to videos, worksheets etc for students from an ethnic studies perspective. Go to classroom.google.com and use the log in code rhvlunz to join.

English Language Arts
- Novels about apocalypse, journaling, argumentation;
- PBS "Making Sense of Coronavirus Through Storytelling and Media Making"
- Design Thinking Literature Unit on The Marrow Thieves Unit
- Student Journal Assignment
- Another Student Journal Assignment
- How to Spot Coronavirus Misinformation

SEL/Language Arts
- Creating comics to map a new vision for schooling
- S.P.A.R.K.'s list of resources that foster/strengthen SEL skills

Science
- Biology: disease, viruses, immune systems, rise of infectious diseases, biological impact of virus;
- Evolving understanding of treatment, bedside observations, breathing support protocols, Doctors Say Ventilators Are Overused for Covid-19; High-Flow Oxygen Protocols
- Environmental Science: Impacts on the environment impacting humans. See the NatGeo articles about this: Here is what Coronavirus Does to the Body
- The effect humans are not-having on the environment, and how do we keep it that way?
- Chemistry—The particulate nature of science. Model why certain masks are more effective at protection from coronavirus than others based on interactions, movement, materials, etc.

Physical Education
- Best home workouts, physical and mental, self-care
- Prepare a self-care action plan. Recruit 2-3 close friends to try a mindfulness exercise (provide examples like headspace, gratitude journaling, yoga, etc) for XX days and then gather and reflect on findings.
- Importance of sleep

Art
- Study art booms during plagues or crisis, visual literacy: the power of images (example)
- Create a social distance gallery that showcases responses to the pandemic
  - How can art help you through a pandemic?
  - Artists who are responding to this pandemic or past pandemics:
    - Tommy Fung
    - Pieter Bruegel the Elder - *Triumph of Death* (1562); Edvard Munch - *Self-Portrait after the Spanish Influenza* (1919); Keith Haring - *Ignorance = Fear* (1989)
    - Artists in Quarantine
  - Online Exhibit - How Can We Think of Art at a Time Like This

- ○ Online Faire - https://pandemicfaire.com/
- How does making art in response to something differ from making art because of something?

Technology
- What are the benefits versus concerns of the contact tracing app being developed by Google and Apple? (Article)
- Design storyboard or a game (like flappy bird) where the sprites face health questions or concerns. Earns points for avoiding social contact, wearing PPE, FaceTiming with friends instead of meeting at the park.

Music
- How music connects us through a crisis (web article linked here); students created music responses that express the current crisis, videos/ songs from multiple countries below.
- Students can create a song around safety practices (original source): Example 1; Example 2
- Create a collaborative song edit across communities/languages (a la Playing for Change)
- Students create a short dance to go with the song example

World Languages
- How are different countries responding to the situation? How are different countries covering the situation in their media? Expressing themselves through art? How can we make a difference? Here's a collection of infographics and resources in multiple languages, including self-care.
- Follow leaders of various countries on Twitter and read their responses to Covid-19, like President Macron of France (@EmmanuelMacron).
- Read digital articles in different languages:
    - ○ El Nuevo Dia (Spanish)- Article on COVID-19 in Puerto Rico
    - ○ Le Monde (French) - Article on Reopening Schools

Civic Action
- Evaluate contribution and concerns for the future of USPS.
- Discuss voting by mail, which states allow it, and how future elections might be affected by Covid-19.

PBL Templates (to plan your project)

1. PBL Works Template
2. New Tech Network Template
3. High Tech High Template
   a. High Tech High Student Projects
4. Learning Network Template- Rubrics and Templates
5. Resources and Tools for PBL Start to Finish
6. Elementary HyperDoc Template
7. EL Education Learning Expedition Overview Template

PBL Sample Plans (created by actual teachers)

1. Upper Elementary/Middle School
2. Middle School
3. Secondary ELD Units (**ELD 1 - Emerging** Join Code: **mk6eox5, ELD 2-3 - Emerging to Expanding ELD** Join Code: **23elcpn, Advanced ELD - Expanding to Bridging ELD & ELD** for LTELS Join Code: **775yxvn**
4. DBQ rooted in cultural relevance and social justice, Oregon place-based
5. Unit Plan (adaptable to MS & HS)
6. High School | Creators, Changemakers, & Curious Scholars (Overview)
7. High School (ELA/SS/Environmental Science)

Considerations for Access and Equity: Curriculum Development

Affirming and Sustaining Culture
- What do you know about the identities and cultures of your students?
- How can we strengthen relationships and recognize our students' funds of knowledge?
- Who are the authors, scientists, and protagonists that are centered in our content?
- How are the perspectives, knowledge, and experiences of indigenous people centered in the content we provide students?
- In what ways can we make distance learning spaces more inclusive?
- How are we representing and affirming LGBTQ+ identities in the curriculum, incorporating LGBTQ+ perspectives, and supporting LGBTQ+ members of our school communities?

Supporting Bilingualism
- What do you know about your bilingual students?
- Where are they in their development of listening, speaking, reading, writing skills in their home language(s)? In English?
- What resources or tools can I provide to students who could better access content in their native language?
- What support can I provide to help students sustain and continue to develop their home language(s)?
- How can we provide academic language practice and/or instruction for emerging bilingual students?
- How are we affirming the home language practices of our families and bilingual ways of knowing?

Developing Readers and Writers
- What do you know about your students' reading and writing levels (in English and in other languages)?
- How can you provide access to grade-level appropriate texts and tasks?
- What tools or strategies can students use to access texts and tasks above their current reading and writing level?
  - Reading Scaffolds and Supports
  - Text to speech tools (example)
  - Videos to build schema and interest
  - Annotation and Chunking Strategies
  - Academic Discourse
- Writing Scaffolds
  - Graphic Organizers
  - Sentence stems
  - Speech to text (example)
- What adaptive technology or activities can serve as a supplement to the project?

Empowered and Effective Learners
- What do I know about my students ability to manage time, technology, and independent learning? What supports can I use?
- What tech tools am I expecting my students to use? How can I ensure all students know how to effectively use those tools?
- What metacognitive and reflection scaffolds can I provide so my students can better manage their mental health and learning?
- What do I know about my students abilities, cognition, and mental health?
- How can I provide access to students with specific learning differences?
- How can I account for social-emotional needs of students who have experienced trauma or have different mental health challenges?

Universal Design for Learning
- What do we know about our students' interests, abilities, and circumstances during the pandemic?
- How are we providing multiple means of engagement (The WHY of Learning) for students?
- How are we providing multiple means of representation of content (The WHAT of Learning)?
- How are we providing multiple means of action & expression (The HOW of Learning)?
- How are we designing learning experiences that maximize access for students w/ disabilities?

Getting started with PBL

- What is PBL?
  - [PBL Works](#)
  - [What the Heck is PBL? Edutopia Article](#)
  - [PBL 101 from Cult of Pedagogy](#)
- Why PBL
  - [Project-Based Learning: Raising Student Achievement for All Learners](#)- Video
  - [Project-Based Learning: Success Start to Finish-](#) Video
- Examples of PBL
  - [PBLWorks Examples](#)
  - [PBL Elementary School Example](#)
  - [PBL in Middle School Examples-](#) Videos
  - [PBL in High School Examples -](#) Videos
  - [How to Create a PBL Lesson by Cult of Pedagogy](#)
- Templates (see [templates](#) above)

Resources and Links

- *[A School Principal Ponders Pandemic Pedagogy and a Coronavirus Project Plan](#)* *by Joe Truss*
- *[Prepare for the Ultimate Gaslighting](#)* *by Julio Vincent Gambuto*
- *[REECHing, Not Distance Teaching](#)* *by Lisa Kelly*
- *[Social-Emotional Support in the New World of Distance Learning](#)* *by Alex Shevrin Venet*
- *[What if Quarantine Homeschooling is Better For Black Children?](#)* *By Kelly Wickham Hurst*
- *[Take Care. That is the Curriculum.](#)* *by Olivia Mulcahy*
- *[COVID-19: An Invitation to Pause, Reflect, and Embrace the Power of Community](#)* *by Kelly Young*
- *[A proposal for what post-coronavirus schools should do](#)* *by William Doyle and Pasi Sahlberg*

Stay connected with educators or give feedback using [this google form](#).
More info and resources at [www.CulturallyResponsiveLeadership.com/covid19pbl](#)

#Covid19pbl Background & Context

Overview

Educators, you already know that we are in unprecedented times. Packets and comprehension questions are not going to save education. We have over 4 million teachers across the US, all scrambling to remotely assign students work to keep students busy, but let's work smarter. School closure is a great opportunity for problem/project based learning! If we are going to assign anything, let's make it relevant to current events. This pandemic is the issue of our era. What if there was only one project between now and summer, and it was cross-curricular?

The idea of an interdisciplinary COVID-19 project began with a blog post, morphed into prompts on a google doc, and it grew. Over 10 days, 150 educators joined a shared document and built this resource. Links, videos, and even sample project plans were added. We wanted this to be a massive library for all teachers. Our process models the PBL experience and represents the type of products we want our students to create. We wanted to put state content standards to the side and place SEL, culturally responsive teaching, and social justice at the center. It was collaborative, creative, responsive, and entertaining. As a sign of the times, we even hopped on a zoom call to connect and divide tasks. We were google docking it up, commenting, using all our 21st century skills. There were contributions and support from folks representing High Tech High, Share Your Learning, New Tech Network, and PBL Works. We hope you enjoy it, modify it, and make magic happen with our students. Special thanks to everyone who helped with this powerful project.

How to Use This Project Planning Resource

This is a menu with lots of inspiring materials. You will find examples of essential questions, tons of content ideas, and sample unit plans. Poke around and use anything you like. You might find some natural connections across content areas, or you might sit down and look at this as a team or school. Once you get a spark, let it fuel your journey of curriculum design. You can use any template or project planning sheet you like. Let's remember to use a trauma-sensitive approach. Keep guiding students toward deeper learning, that is culturally responsive, relevant, and in service of making the world a more equitable place.

Next Steps

*For folks who are interested in staying connected once you launch your projects, add your info to this google form. Promote the resource and deeper learning using the hashtag **#Covid19pbl**. We will find ways to connect, support each other, and help our students share their learning with each other. We are planning a national public/virtual exhibition May 29th. Make magic happen.*

- Joe Truss, Culturally Responsive Leadership